**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title: Reading and Writing Apprentice** | | | **Corresponding Unit Task: 1 and 2** | | |
| **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Computer**  [**http://pbskids.org/arthur/games/storyscramble/scramble.html**](http://pbskids.org/arthur/games/storyscramble/scramble.html)  *jc-schools.net/dynamic/la/****ppt****/****SequenceofEvents****.****ppt* :**    **fcrr.org** (C.022)  *Strategies to Achieve Reading Success*  *The Very Hungry Caterpillar* by Eric Carle  *Teaching Text Structures: A Key to Nonfiction Reading Success by Sue Dymock and Tom Nicholson* | | | | * **sequence** * **chronology or chronological** * **apprenticeship** * **colony** * **legislature** * **compact** * **collage** * **clattered** * **sloshed** * **frothy** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Reading**  **Standards: RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **I Can Statement(s):** I can identify evidence that supports sequencing in a text. I can explain how an author uses evidence to support sequencing in a text.  **Instructional Plan:**  **Activating Strategy:** Cut the daily schedule into strips and place in sandwich bags. \*Make enough sets for the number of small groups you have in your class.\*Give each small group a sandwich bag. Each small group will organize the strips in chronological order. Afterward, discuss keywords or clues used to put the strips in order.  **Model:** Teacher will give small groups of students Post-it notes to be used to brainstorm a list of sequencing signal words.  Teacher will read *The Very Hungry Catepillar*.As the teacher reads, students will listen for the signal words they recorded and place a tally mark beside those words as they hear those signal words read in the story.  Discuss the meaning of chronology. Discuss the students’ findings as a whole group. Make a list of all signal words on chart paper.  **Guided Practice:** Project the **Sequence of Events PowerPoint** onto the board (you can print the slides for students to use at their desks). Teacher and students will read and discuss “Hitting the Big Homerun”. Teacher and students will place the order of events on a Flow Map. Students will do a think-pair-share using the remaining slides. Students will record the order of events on a Flow Map (teacher should have a discussion with the group after each scenario). Give students a 5-7 minute block of time to complete each scenario.    **Independent/Pairs:** Students will read “Making a Collage” (found in ***Strategies to Achieve Reading Success***) page 26. Then, students will use the steps to create a collage on Colonial jobs (which will help get students familiar with jobs to complete the brochure). \*Find resources related to Colonial Jobs prior to this part of the lesson. (PowerPoint or on construction paper). Students will present their work to the class. Students will discuss the steps to completing the project. | | | | |
| **Gradual Release of Responsibility:**  xModeled   * Shared * Guided Practice   xIndependent | **Writing**  **Standards: W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):** I can gather relevant information from print sources. I can summarize information in finished work.  **Model:** The teacher will create an anchor chart with the students that includes: definition, signal words, examples, graphic organizer(s).  **Independent/Pairs:** Students will create an anchor chart using information gathered from “Making Ice Cream” (found in *Teaching Text Structures.* Students will include definition, signal words, examples, and graphic organizer(s) on their anchor charts*.* | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   xIndependent | **Word Study**  **Standards: L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine and reduce sentences for meaning, reader/interest, and style.  **I Can Statement(s):** I can create a Frayer model using vocabulary words.    **Instructional Plan:**  **Independent:** Students will complete a Frayer model using—vocabulary words, definition, example, picture, use the vocabulary word in a sentence | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   xIndependent | **Speaking & Listening**  **Standards: SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can discuss information from my anchor chart with my peers. I can present information from my anchor chart to my peers.  **Instructional Plan:** Small groups will present their anchor charts. Students should meet the requirements of the rubric. | | | | |
| **Closing/Summarizing Strategy** | Turn to your partner and tell them what pattern(s) is used to determine chronology. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will create a book, comic or PowerPoint about the events leading up to the American Revolution.  OR  Students will create a comic strip based on what they read in “Making Ice Cream”. The information must meet the requirements of the rubric.  OR  Create a timeline upon reading “The Virginia Colony” and “The Plymouth Colony” (found in the Social Studies textbook pages68-69) and “The Plymouth Colony” and “The Jamestown Colony” (found on edHelper.com) | | fcrr.org (C.022)  OR  Give students a sequence summary paragraph. Students will fill in the order of events. | | | Students will practice sequencing using the website listed below:  [**http://pbskids.org/arthur/games/storyscramble/scramble.html**](http://pbskids.org/arthur/games/storyscramble/scramble.html) |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Option A:**  Teacher will post the following statements:   1. Finally, mount the paper on posterboard and display to your class. 2. Begin with a clean sheet of paper. 3. Next, locate crayons and markers. 4. After locating paper and crayons or markers, draw a picture that explains a book that you have read.   Students will use a flow map to place the events in chronological order and make a list of signal words used in the scenario.  **Option B:**  Students will write directions/steps for brushing teeth. Students must include signal words. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*